



SEI PROGRAM MODEL IMPLEMENTATION GUIDE

SCHOOL YEAR 2020-2021

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Authority

The Arizona State Board of Education is charged with developing and adopting research-based models of structured English Immersion (SEI) programs to be used in school districts and charter schools in Arizona. Arizona Revised Statute (A.R.S.) §15-756.01 requires that the models include a minimum of 120 minutes per day of English language development (ELD) for grades K-5, and a minimum of 100 minutes per day of ELD for grades 6-12. Additionally, approved instructional models must adhere to the following criteria:

1. Provide coherent instruction aligned with this state's English Language Proficiency Standards.
2. Include oral and written language instruction, including structured opportunities to develop verbal and written skills and comprehension strategies.
3. Include access to complex language content through grade-level textbooks with appropriate supports.
4. Include parental engagement strategies.

Full text of the law regarding the responsibilities and the development of the SEI models is located in Title 15, Chapter 7, Article 3.1, ENGLISH LANGUAGE EDUCATION FOR CHILDREN IN PUBLIC SCHOOLS, §§ 15-751 through 15-757, Arizona Revised Statutes.

Important Terms

Important terms related to the implementation of Structured English Immersion models can be found below. They are provided here to support understanding of the information that follows. (Please reference this section as needed.) Also, note that some terms on this list have new definitions for the 2020-21 school year and beyond. When this is the case, the terms are clarified further in Figure 2 on page 6.

Figure 1. Important Terms

Assessment	The process of gathering and analyzing information in order to develop an understanding of what students know, understand, and can do with their knowledge as a result of their educational experience. For more information on assessment, including formative and summative assessment, see page 19.
AZELLA	<i>(Arizona English Language Learner Assessment)</i> The assessment used to determine the English language proficiency of Arizona K-12 students whose primary home language is other than English. A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score (See A.R.S. §15-756.B).
Dual-Labelled Students	EL students who are identified as having a disability and are therefore eligible for special education and ELD services.
ELD	<i>(English language development)</i> The teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, (e.g., math, science, or social studies), in that the content of ELD emphasizes the English language itself. A comprehensive ELD program includes integrated ELD and targeted ELD (defined below). NOTE: The meaning of this term has changed for the 2020-21 school

	<i>year and beyond. For clarification on the new definition as it relates (or not) to the previous one, please refer to Figure 2 on page 6.</i>
ELD Pull-Out	A time for targeted and explicit English language development instruction using the language domains and ELP Standards for ELs only. Pull-out time may be accomplished through pulling small groups of EL students within the mainstream classroom, pulling groups of EL students out of the mainstream classroom into a different location, or by pushing an EL specialist into a mainstream classroom to work with EL students.
English Learner (EL)	A non-native English speaker who is learning English. Traditionally, EL student refers to students who are unable to speak, read, write, or understand the English language at levels comparable to their grade-level peers. In Arizona, this is a K-12 PHLOTE student who has not yet obtained an Overall Proficiency Level on AZELLA, to include a Proficient Score on the Reading and Writing Domain Scores, as well as a Proficient Score on the Total Combined Score.
ELP Standards	<i>(English Language Proficiency Standards)</i> The benchmarks of progress that reflect differences for students at various grade levels or grade spans and at different English language proficiency levels. Arizona revised the ELP Standards in 2019 and the new ELP Standards' grade levels and grade spans are K, 1, 2-3, 4-5, 6-8, and 9-12. The proficiency levels reflected in the ELP Standards are pre-emergent/emergent, basic, and intermediate.
Functional Language	The language needed for different day-to-day situations. Greetings, introducing yourself, asking for or giving advice, explaining rules, apologizing, or agreeing and disagreeing are examples of functional language.
Individual Language Learner Plan (ILLP)	A now obsolete approach to providing ELD support to EL students in schools and districts with small EL populations. NOTE: <i>The meaning of this term has changed for the 2020-21 school year and beyond. For clarification on the new definition as it relates (or not) to the previous one, please refer to Figure 2 on page 6.</i>
Integrated ELD	ELD instruction that is provided in the general education classroom setting, integrated within content instruction. This instruction includes conscientious scaffolding and differentiated instruction based on English language proficiency level that meets individual student needs and allows for access to content. NOTE: <i>The meaning of this term has changed for the 2020-21 school year and beyond. For clarification on the new definition as it relates (or not) to the previous one, please refer to Figure 2 on page 6.</i>
Language Domains	Listening and reading (Receptive Communication) and speaking and writing (Productive Communication). NOTE: <i>The meaning of this term has changed for the 2020-21 school year and beyond. For clarification on the new definition as it relates (or not) to the previous one, please refer to Figure 2 on page 6.</i>
LEA	<i>(Local Education Agency)</i> A term usually used to refer to a school district or charter.
LTEL	<i>(Long-term English Learner)</i> An EL student who has been enrolled in US schools for more than five years, who is not progressing toward English proficiency, and who is struggling academically due to their limited English skills.
Newcomer	Any foreign-born students and their families who have recently arrived in the United States. They score in the pre-emergent to emergent range on the AZELLA, and have been in US schools for less than one year. While these characteristics serve to define the term

	“newcomer,” it is important to note that newcomer EL students are otherwise a heterogeneous group.
PHLOTE	<i>(Primary Home Language Other Than English)</i> Information indicated on a home language survey completed by parents upon enrollment. PHLOTE students are administered the AZELLA to determine the level of their English language proficiency and their correct placement in classes (A.R.S. §15-756.A).
Proficiency Level	The level of English language proficiency of an EL student, as determined by the AZELLA. The AZELLA proficiency levels are: (1) Pre-Emergent, (2) Emergent, (3) Basic, (4) Intermediate, and (5) Proficient. An Initial English Proficient student whose overall AZELLA score is Proficient does not participate in the ELD program. An EL student who receives a proficient score on the reading and writing domain scores as well as a proficient score for the total combined score is reclassified as a former EL.
Scaffolding	Specialized and temporary support that is tailored to a learner’s needs and designed to support their future independence. Scaffolding requires meaningful interaction with other people and with content. It is a social process in which language is central.
SLIFE	<i>(Students with Limited and/or Interrupted Formal Education)</i> English learner students who have experienced interrupted education due to war, civil unrest, migration, or other factors; who have never had the opportunity to participate in any type of schooling before entering school in the United States; or who have experienced limited education in their home countries due to lack of resources or trained teachers, the type of schooling they participated in, or other circumstances.
Structured English Immersion (SEI)	An intensive English-language development approach for English learner students, as designated by the AZELLA, designed to accelerate the learning of the English language. It is intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This program provides only ELD, as described in the definition of “ELD” in this section. The program models described in this document are Structured English Immersion (SEI) models. NOTE: <i>The meaning of this term has changed for the 2020-21 school year and beyond. For clarification on the new definition as it relates (or not) to the previous one, please refer to Figure 2 on page 6.</i>
Targeted ELD	Explicit language instruction, driven by proficiency level and ELP Standards, that intentionally develops students’ English language skills, knowledge, and abilities to support content learning in English.

Several terms related to recent policy changes have new or refined meaning. These terms are given special attention in the table below.

Figure 2. Important Shifts in Terminology

Term	Definition Prior to the 2020-21 School Year	New Definition for 2020-21 and Beyond
English Language Development (ELD) Instruction	The teaching of English language skills to students who are in the process of learning English. It is distinguished from other types of instruction, (e.g., math, science, or social studies), in that the content of ELD emphasizes the English language itself. ELD instruction focuses on phonology (pronunciation – the sound system of a language), morphology (the internal structure and forms of words), syntax (English word order rules), lexicon (vocabulary), and semantics (how to use English in different situations and contexts).	ELD comprises a comprehensive instructional program that includes <i>both</i> high-quality integrated ELD AND targeted ELD. Integrated ELD: All teachers with ELs in their classrooms (including ELA, math, science, and social studies teachers) share the responsibility for designing instruction that uses content standards and English Language Proficiency Standards to integrate content learning with English language acquisition strategies and supports. Targeted ELD: Explicit language instruction, driven by proficiency level and ELP Standards, that intentionally develops students’ English language skills, knowledge, and abilities to support content learning in English.
Integrated (ELD) instruction	Integration of different language domains such as writing and grammar, reading, listening and speaking, and vocabulary within a self-contained SEI setting.	Integration of English language learning with academic content learning within a heterogeneously grouped setting with non-English learners and English learners of various levels of ELP.
Structured English Immersion Program	An intensive English-language teaching program for non-proficient English speakers, as designated by the AZELLA, designed to accelerate the learning of the English language intended to comply with provisions of Title 15, Chapter 7, Article 3.1, A.R.S. This program provides only ELD, as described in the pre-2020 definition of “ELD” above.	The State Board of Education has approved four research-based SEI models that LEAs may implement: <u>Pull-Out Model</u> <u>Two-Hour Model</u> <u>Newcomer Model</u> <u>50-50 Dual Language Immersion Model</u> Each model includes descriptions of integrated and targeted ELD instructional practices.
Individual Language Learner Plan (ILLP)	An ILLP is a model of delivery option for schools with low numbers of EL students. The ILLP is the written plan in the mainstream classroom that specifies what happens instructionally for the particular English learner (EL). Teachers strategically identify the Performance Indicators that will be used for the differentiated instruction of English learners in the mainstream classroom.	ILLPs are no longer a standard research-based service option. Districts must now serve all of their English learners through a combination of targeted and integrated ELD instruction.
Language Domains	Arizona’s 2010 English Language Proficiency (ELP) Standards are organized around three domains: Listening and Speaking (LS), Reading (R), and Writing (W). Additionally, the 2010 Standards have a Language Strand that includes standards related to Standard English Conventions and Vocabulary.	Arizona’s revised 2019 English Language Proficiency (ELP) Standards are organized around Receptive Communication (listening and reading) and Productive Communication (speaking and writing). Additionally, the 2019 Standards include Reading Foundational Skills that are aligned with Foundational Skills in the state’s English Language Arts (ELA) Reading Standards.

Policy

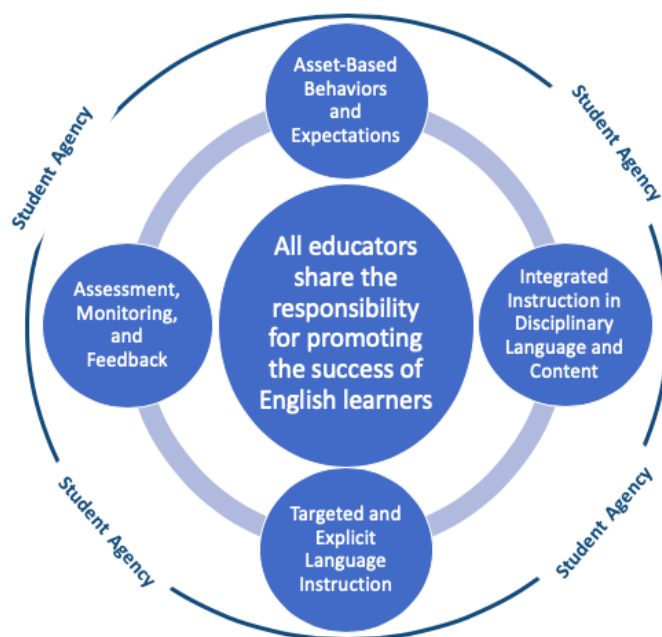
Under the aforementioned statutes, the State Board of Education was required to establish a framework to evaluate all English language development instructional models. As part of this process, a committee of practitioners from across the state developed the Arizona Language Development Approach and the Arizona ELD Frameworks.

Language Development Approach

Our understanding of language development informs our design and enactment of learning experiences. A language development approach (LDA) is a set of underlying assumptions about how language, literacy, and learning develop, and how instruction in these areas should be enacted for all English learner students throughout the system. An LDA:

- makes explicit the ways in which learning for English learners will be designed and enacted throughout the system.
- connects the language, literacy and learning practices in all subjects and all instructional models that are critical to effective instruction and student learning.
- communicates expectations for practitioners to design and enact language, literacy, and learning practices in all subject matters for diverse English learners.

Figure 3. Arizona's Language Development Approach



Underlying Arizona's Language Development Approach is the foundational understanding that English learner (EL) students are valuable members of our education community, and all individuals at

every level within the educational system have an active role in ensuring the success and achievement of the over 80,000 multilingual learners who attend Arizona schools. The four principles that surround the LDA's core reflect the research-based and non-negotiable components of a comprehensive instructional program for Arizona's EL students. The outer ring identifies the overarching goal of language and content instruction for English learner students. Through implementation of the four principles, Arizona's EL students will develop a sense of agency, confidence, and determination. The four principles in Arizona's LDA are elaborated upon in Figure 4, below.

Figure 4. Non-Negotiable Principles of Arizona’s Language Development Approach

Principle One: Asset-Based Behaviors and Expectations	EL students bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs leverage these assets and provide opportunities for students to demonstrate these contributions. All systems and programs align with asset-based behaviors and expectations, and provide opportunities and supports to ensure culturally and linguistically sustaining practices for EL students.
Principle Two: Integrated Instruction in Disciplinary Language and Content	All educators share the responsibility for designing instruction that integrates language and literacy development with content learning. This is accomplished by using content standards to plan instruction along with the English Language Proficiency Standards to support differentiation by language proficiency level. Through the usage of scaffolded supports, academic language development, and collaborative discussions, reading, and writing, educators help students develop disciplinary content knowledge, language, and autonomy.
Principle Three: Targeted and Explicit Language Instruction	Explicit language instruction is a critical opportunity to intentionally support English learner (EL) students in developing the discourse practices they need to engage with rigorous, grade-level disciplinary content. Just as literacy and language should be integrated into content instruction, so should content and disciplinary practices be integrated into language instruction. Educators use the English Language Proficiency Standards with content material to teach language.
Principle Four: Assessment, Monitoring, and Feedback	Districts and schools use English Language Proficiency Standards, diagnostic tools, formative assessment practices, and summative assessments to measure progress of English learner (EL) students’ language and content knowledge to inform instruction.

The Arizona Language Development Approach can be found on the OELAS website by following [this link](#).

ELD Frameworks

The ELD Frameworks elaborate on each principle from the AZ Language Development Approach. For each principle, the Frameworks include the description of the principle from the Language Development Approach, a list of artifacts and documents that might provide evidence of how the LEA is enacting that particular principle, and illustrative examples of policies, practices, and programs at different levels of implementation (Lacking, Developing, Sustaining, and Leading). There are two versions of the ELD Framework documents:

- The [Research-Based SEI Model Proposal Guidance](#) document served as guidance for the development of the approved SEI models: *The Two-Hour Model*; *the Pull-Out Model*; *the Newcomer Model*; and, *the 50-50 Dual Language Immersion Model*. LEAs can also use this document to submit an alternative SEI model for ADE approval and/or as a self-reflection tool to help collect and assess evidence of SEI model implementation.
- The [Alternative Program Model Proposal Guidance](#) document can be used to submit an alternative (non-SEI) model for ADE approval and as a self-reflection tool to help collect and assess evidence of alternative model implementation.

The [Program Model Evaluation Rubric](#) will be used to assess and provide feedback on any models submitted to ADE for approval and can also be used to facilitate the self-reflection process mentioned above.

Figure 5 contains labelled screenshots of the ELD Framework document for Principle 1: Asset-Based Behaviors and Expectations.

Figure 5. Annotated Excerpt from ELD Framework, Principle 1

Principle One: Asset-Based Behaviors and Expectations

English learner (EL) students bring rich linguistic resources and cultural knowledge with them to the school environment. All systems and programs leverage these assets and provide opportunities for students to demonstrate these contributions. All systems and programs align with asset-based behaviors and expectations and provide opportunities and supports to ensure and linguistically sustaining practices for EL students.

that multilingualism and biliteracy are assets. languages and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.). cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate. knowledge and build on the background knowledge and prior experiences of EL students. the different strengths, needs, and identities of all EL students, including those with special needs. foster strong family, community, and school partnerships. There is no universal EL student profile and no one-size-fits-all approach.

Asset-based behaviors and expectations will support the development of **student agency** when educators:

- provide opportunities for EL students to show mastery of competency.
- support students in finding their zone of proximal development.
- encourage students to recognize the strengths and experiences they bring to the learning community
- reinforce growth mindset.
- highlight examples of fellow students who are overcoming challenges.
- address students' social, emotional, and physical needs.

Through participation in an asset-based learning environment, EL students will develop confidence in their own skills and knowledge, a sense of self-efficacy, and a belief in their own ability to achieve and be successful.

Examples of Evidence

The following **artifacts and documents** may provide evidence to OELAS of how your LEA is enacting the needs of ELs:

- Written policy and/or expectations that schools provide socio-emotional learning opportunities and practices for ELs
- Socio-emotional curriculum and/or resources
- Policy and plans for family engagement events that outline how families of ELs will be included
- Lesson plans that demonstrate differentiated instruction for ELs based on assessment results and other needs
- Documentation that parents/families of ELs are included in LEA and school level committees that drive decisions
- Formal recognition opportunities for bicultural, bilingual, and biliteracy achievements
- Intentional acknowledgment of the inherent value of multilingualism & a variety of cultures within the school community
- Instructional materials and lesson plans that include a variety of cultures and languages and that capitalize on home language assets
- Schedules that allow time for teachers (SEI, bilingual, and content) to plan collaboratively
- Funds allocated for personnel and resources to support the specialized needs of EL students

What Does It Look Like?

The following are examples of policies, practices, and programs at different implementation levels:

Lacking	Developing	Sustaining
<ul style="list-style-type: none"> • School leaders create a safe environment with no added consideration for the needs of ELs • While the LEA may have a clear vision, there is no specific attention to the needs of ELs. • LEA does not capitalize on home language as an asset for learning. 	<ul style="list-style-type: none"> • School leaders create and sustain a safe environment for ELs. • The LEA articulates a clear vision for student success that includes high expectations for EL student achievement and social-emotional development. • LEA provides opportunities for ELs to use a language other than English, including 	<ul style="list-style-type: none"> • School leaders create a safe and inclusive learning environment that celebrates ELs' languages and cultures. • Most school leaders, staff, and parents hold a clear vision for student success that includes high expectations for EL student achievement and social-emotional development. • School leaders, staff, and parents hold and enact a clear vision for student success that includes high expectations for EL student

LEAs should either a) choose from the four State Board approved SEI options described in this document, OR b) submit an alternative SEI model or alternative non-SEI model for approval by ADE and the State Board of Education. Districts (and schools within districts) should implement the most appropriate program or programs for their context based on factors such as staffing, scheduling, and student population. It is acceptable for districts to implement multiple programs across the district or even within a school. Schools should work within the context of their district to select and implement a particular program model or models.

Additional Policy Considerations

In addition to the policies and foundational documents described above, Arizona has several other relevant policies in place that pertain to educating English learners. These include the following:

- Arizona law requires schools to teach English (A.R.S. §15-752. English language education).
- Arizona law requires materials and subject matter instruction to be in English (A.R.S. §15-751. Definitions, 5 and A.R.S. §15-752).
- Arizona law requires English language learners to be grouped together in a structured English immersion setting (A.R.S. §15-751. Definitions, 5).
- Arizona law requires a minimum of 120 minutes per day of English language development in grades K-5, and 100 minutes per day of English language development in grades 6-12 (A.R.S. §15-756.01).
- Arizona state law requires cost efficient, research-based models that meet all state and federal laws (A.R.S. §15-756.01).

These are elaborated upon in the figure that follows, with the goal of clarifying what these policies do and do not mean about requirements and best practices in schools and classrooms.

Arizona law states...	What this means	What this does NOT mean	Take-Away
...that all children in Arizona public schools shall be taught English by being taught in English and all children shall be placed in English language classrooms (A.R.S. §15-752. English language education).	English must be the language of instruction used by teaching personnel during the instructional minutes for integrated and targeted ELD, as determined by the district's chosen research-based SEI model or models.	It is illegal to leverage, value, or acknowledge students' home languages in academic content classrooms. → FALSE	During targeted and integrated ELD instruction, teachers may use a minimal amount of the child's native language when necessary. Outside of these instructional minutes, teachers can and should honor students' linguistic and cultural assets, even when English is the official language of instruction.
...that books and instructional materials during SEI instruction are in English and all reading, writing, and subject matter are taught in English (A.R.S. §15-751. Definitions, 5 and A.R.S. §15-752).	Instructional materials must be in English during the instructional minutes for integrated and targeted ELD, as determined by the district's chosen research-based SEI model or models.	It is illegal to also provide linguistic support, including home language translations of oral or written material, to English learners in academic content classrooms. → FALSE	During targeted and integrated ELD instruction, teachers may use a minimal amount of the child's native language when necessary. Outside of these instructional minutes, teachers can and should honor students' linguistic and cultural assets, even when English is the official language of instruction.
...that schools shall be permitted but not required to place in the same classroom English learners: (1) of different ages but whose degree of English proficiency is similar, and/or (2) English learners from different native-language groups, but with the same degree of English fluency (A.R.S. §15-752 English language education).	To the extent possible, English learners should be grouped together by proficiency level during targeted English language development (ELD) instruction.	English learners can never be taught in mixed classrooms with non-English learner students. → FALSE English learners must always be grouped with other English learners at the same level of English proficiency → FALSE	Although EL students should be grouped together by proficiency level during targeted ELD instruction, EL students should have access to and opportunity for grade level standards alongside their English-speaking peers throughout the school day. This includes integrated ELD minutes as well as any instructional time outside of the mandated minutes for ELD.
...a minimum of 120 minutes per day of English language development in grades K-5, and 100 minutes per day of English language development in grades 6-12 (A.R.S. §15-756.01).	English learners must receive a total of 120 (K – 5) or 100 (6 – 12) minutes of ELD instruction across the day. These totals include both targeted and integrated ELD minutes.	All 120 or 100 minutes of ELD must be targeted ELD. → FALSE All 120 or 100 minutes of ELD must be delivered in a single block during the day. → FALSE	The 120 or 100 minutes can be distributed strategically across the day, and can include a combination of targeted and integrated ELD instruction, based on the SEI model being implemented.
...cost efficient, research-based models that meet all state and federal laws (A.R.S. §15-756.01).	Districts and schools should implement one of the state's four research-based SEI models, or propose an alternative model that can be shown to meet evidence standards for the state's EL program frameworks.	Districts should choose whichever program is cheapest to implement. → FALSE Districts can implement only one research-based SEI program for all of their English learners. → FALSE	Districts (and schools within districts) should implement whatever program or programs is/are most appropriate for their context based on factors such as staffing, scheduling, and student population. It is acceptable for districts to implement multiple programs.

Figure 6. Arizona ELD Policy Explanation

SEI Program Models

Under SB1014, local education agencies (LEAs) must either implement one of the four Structured English Immersion (SEI) programs that have been approved by the state, OR they may submit an application to implement a different SEI model or an alternate program model. The four SEI models approved by the state are:

- [Two-Hour SEI Model](#)
- [Pull-Out SEI Model](#)
- [Newcomer SEI Model](#)
- [Dual Language Immersion SEI Model](#)

The following pages provide implementation guidance for these four SEI models. The guidance is organized around four crucial areas for consideration when selecting and implementing a program: foundational practices, instruction, staffing, and scheduling.

Foundational Considerations

English learner (EL) students are valuable members of our education community, and all individuals at every level of the educational system must have an active role in ensuring their success and achievement. To that end, foundational considerations have been explicitly identified in all four SEI models. Districts and schools will demonstrate a commitment to the success of English learner students participating in any language model by:

- Articulating a clear vision for student success that includes high expectations for EL student achievement and social-emotional development.
- Including indicators on informal walk-through observation tools and formal evaluation protocols that assess high-quality targeted and integrated ELD instruction as well as assessment, monitoring, feedback, and progress towards language acquisition.
- Ensuring that school environments and classrooms celebrate multiculturalism and multilingualism.
- Promoting development of students' home language skills and incorporating home language instruction into the curriculum where possible.
- Providing students with support opportunities such as assigning and facilitating mentor/mentee relationships with an adult or older student, providing extracurricular academic support, or adopting a program focused on post-secondary readiness (e.g., AVID).
- Planning to coordinate parent/guardian involvement that, at minimum, includes regular communication in a language understood by the parent/guardian, but ideally engages parents as active participants in, and contributors to, the school community.
- Providing opportunities during and/or outside of the regular school day to further develop language and literacy for students with limited or interrupted educational backgrounds.
- Creating systems/processes to orient and accommodate newly arrived refugee and immigrant students to school and the community, for example, by engaging families and

teaching them about schooling in the United States; making connections in the community for social-emotional support, health and mental health services, and immigrant and refugee services; and creating an intake process for students and families in their home language to determine student and family needs in order to adapt or design school structures that meet those needs.

- Implementing systems/structures to ensure all EL students have access to all district academic and extracurricular programs and offerings (i.e., sports, gifted and talented, etc.) irrespective of home language or second language proficiency.
- Creating opportunities/partnerships for high school English learners to learn about postsecondary options (i.e., community colleges, trade schools, career education, etc.).
- Creating and implementing systems, processes, and opportunities to orient and accommodate newly arrived refugee and immigrant students to their classroom and the school.
- (In LEAs implementing a Newcomer SEI model), defining entry and exit criteria for newcomer students (e.g., “students at the pre-emergent or emergent level who are recent arrivals to the US school system and who need more or greater supports than the typical LEA program for English learners”).

Evidence That Can Be Used to Demonstrate Foundational Considerations

- Site and district vision statements as well as documentation of programs, policies, and procedures that serve to enact the vision
- Classroom evaluation and teacher observation protocols
- Classroom anchor charts, literature samplings, lesson plans, student work artifacts, and documentation of school events
- Definition of “newcomer” as well as goals, timelines, program documentation, and policies that specifically serve this population
- Definitions for other important subgroups within the LEA, including Long-Term English Learner (LTEL) students, Dual-Labelled students, Students with Limited and Interrupted Formal Education (SLIFE), etc.
- Documentation of post-secondary support and academic/career counseling for EL students, including newcomers
- Written parent engagement plan, home communication examples, examples of parent/community activities, lists of committee memberships/site councils that include EL parent members, etc.
- Documentation of EL services available at the site/district level as well as documentation of connections and referrals to outside agencies
- Documentation of site and district programs, policies, and procedures that serve to protect and promote access for all EL students, including newcomer students
- Other documents related to EL support opportunities as relevant

Instructional Considerations

Effective instruction is at the heart of any educational program, including those for English learners. Although some specific practices may vary depending on the specific SEI model being implemented, many evidence-based practices for English learners cut across programs and can be effectively implemented and adapted in any of the four SEI models. Arizona's Language Development Approach (see p.7 above) was developed with this premise in mind. The instructional considerations described below are organized around the LDA's four non-negotiable principles which, again, are:

Principle One: Asset-Based Behaviors and Expectations

Principle Two: Integrated Instruction in Disciplinary Language and Content

Principle Three: Targeted and Explicit Language Instruction

Principle Four: Assessment, Monitoring, and Feedback

Asset-Based Behaviors and Expectations

Instruction must be planned in a way that ensures students' cultural and linguistic assets are acknowledged and respected in a safe, affirming, and inclusive climate. To ensure this is happening:

- Teachers should provide age/grade level appropriate instruction and materials that are culturally and linguistically appropriate and aligned to the ELP Standards.
- Lessons should leverage home languages and cultures as assets for both the EL student and his/her community (e.g., peers, teachers, etc.).
- Teachers should consistently acknowledge and build on the background knowledge and prior experiences of EL students.

Integrated and Targeted ELD

All English learner students must receive comprehensive English language development instruction that includes **BOTH** high-quality integrated ELD **AND** targeted ELD.

Integrated Instruction in Disciplinary Language and Content: Academic language includes the oral and written language components necessary for success in school. More specifically, disciplinary literacy refers to the specialized ways academic language is used depending on the subject matter, with each academic content area having its own expectations. In essence, the language and literacy skills needed to acquire knowledge in one subject area (e.g., algebra) are different from those needed to acquire knowledge in another subject area (e.g., history). Teachers can support students to develop discipline-specific academic language by focusing on the text types typically used in that content area along with the register choices that professionals in the field make when they speak and write.

In order to develop formal academic English and disciplinary literacy, students need to understand and use content-specific language practices. Therefore, teachers need to make the language of their content more transparent for students by planning for instruction that

integrates language and literacy development with content learning. As such, educators use content standards and materials along with the English Language Proficiency Standards to teach disciplinary language. Lesson plans for integrated ELD include content area standards as their primary focus, and ELP Standards as a secondary focus for EL students. When designing instruction, teachers will need to take into consideration the English language proficiency level of their EL students and include differentiated linguistic supports dependent on the students' proficiency levels.

Specific program model considerations:

- *In schools implementing a 50-50 Dual immersion SEI Model*, teachers should also make explicit connections between the partner language and English to support cross-linguistic transfer of knowledge and skills.

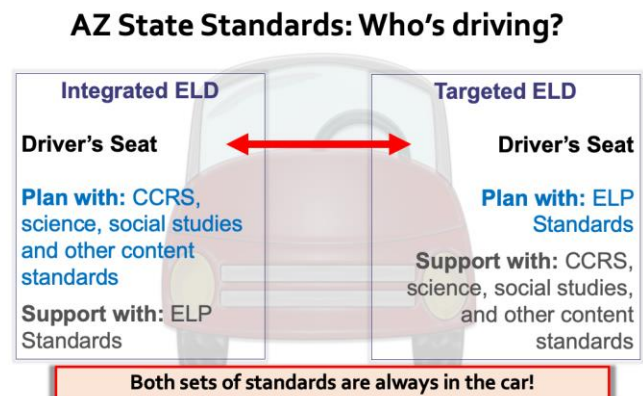
Targeted and Explicit Language

Instruction: Targeted ELD refers to instruction that specifically focuses on the language skills, knowledge, and abilities of a group of EL students, based on proficiency level, that will allow those students to engage in content learning in English. The instructional practices and curriculum are designed to support students' acquisition of the English language and students receive instruction around how English functions within the four

domains of reading, writing, listening, and speaking. Specifically, targeted ELD is an opportunity to support EL students to develop the discourse practices, grammatical structures, and vocabulary necessary for successful participation in academic tasks across the content areas. Effective targeted ELD instruction builds into and from content area instruction and can serve to maintain the rigor of content instruction and build EL students' confidence as they learn content in English. As a result of high-quality targeted ELD instruction, EL students will make connections and transfer language skills into core classes.

Lesson plans for targeted ELD include language objectives with clear ties to specific ELP Standards performance indicators, connections to content instruction, and research-based instructional strategies. Targeted ELD instruction should be designed by language proficiency level in order to meet each student's individual strengths and needs. In contrast with previous instructional models, instruction in the four language domains can and should be integrated rather than siloed. In other words, targeted ELD time should not be divided into separate allotments of time for speaking, reading, writing, etc.

Figure 7. Using Standards to Teach Integrated and Targeted ELD



Specific program model considerations:

- *In schools implementing a Newcomer SEI Model*, teachers should design lesson plans for targeted ELD that focus on developing social language needed to navigate in school and the community, in addition to the academic language needed to participate in the integrated ELD and content class settings.
- *In schools implementing a 50-50 Dual Immersion SEI Model*, teachers should make explicit connections between the partner language and English to support cross-linguistic transfer of knowledge and skills.

Assessment, Monitoring, and Feedback

Assessment includes gathering and analyzing information in order to develop an understanding of what students know, understand, and can do with their knowledge as a result of their educational experience. All teachers of EL students must have access to and base instructional decisions on a variety of different types of data, including summative assessment information, such as AZELLA data, as well as data from other formative and benchmark assessments.

Summative assessment provides information on students' current levels of achievement after a period of learning has occurred. Such assessments, which may be classroom-based, districtwide, or statewide, are sometimes referred to as assessments *of* learning. They help determine whether students have attained a certain level of competency after an extended period of instruction and learning. **Formative assessment** is a *process* teachers and students use *during* instruction to provide information about student learning, minute-by-minute, day-to-day, and week-to-week in order to continuously adapt instruction to meet students' specific needs and secure progress. This type of assessment is intended to assist learning and is often referred to as assessment *for* learning.

All teachers responsible for targeted and integrated ELD use assessment data to:

- Gather evidence on student progress.
- Regularly document and monitor growth in language development.
- Inform productive next steps to support both content learning and academic language development.
- Provide meaningful feedback on language development, skill development, and content knowledge.
- *In schools implementing a Newcomer SEI Model*, closely monitoring newcomers' language development relative to the LEA entry and exit criteria for newcomer programs, and tracking students' progress towards this goal so that they do not remain in the newcomer program longer than necessary.

Evidence That Can Be Used to Demonstrate Instructional Considerations

- Lesson plans that include English language proficiency level, ELP Standards, connections to content area standards, data-based instructional decisions, and opportunities for formative assessment

- Master schedules that document time for data conversations and planning
- Walk-through classroom observation data
- Gradebook data
- Instructional artifacts including student work, lesson materials, and classroom photos and videos
- Assessment and tracking data for newcomer students, as relevant to placement in a newcomer program

Staff Considerations

Any teacher responsible for teaching any portion of Targeted English instruction or Integrated instruction as part of the required minutes must have the state SEI Endorsement, ESL, or BLE Endorsement. Specifically:

- Grade level (elementary) and content area (secondary) teachers who teach any portion of the documented integrated ELD minutes must have a Structured English Immersion endorsement (Provisional or Full endorsement), an English as a Second Language endorsement, or a Bilingual endorsement in addition to their credential.
- Teachers who teach any portion of the targeted ELD minutes must have a Structured English Immersion endorsement (Provisional or Full endorsement), an English as a Second Language endorsement, or a Bilingual endorsement. If English learner students at the high school level are receiving English credit for targeted ELD, the teacher must also be certified in English.

All teachers of English learners must have a foundational understanding of high-quality instruction for ELs that is implemented in all classrooms, regardless of the specific instructional program model. To this end, LEAs should provide high-quality professional learning and support for all educators, so that they can provide high-quality educational experiences for all students. This includes:

- Professional development for grade level and/or content area teachers that focuses on how language is used in the disciplines and how to integrate content-specific language with content instruction.
- Professional development for teachers providing targeted ELD instruction around language acquisition, the 2019 ELP Standards, and research-based strategies for targeted ELD.
- Professional development for instructional coaches, as well as site and district administrators, around what to look for and how to provide support to teachers implementing integrated and targeted ELD instruction.
- Professional development for teachers, instructional coaches, and site and district administrators around how to read data and make data-driven decisions for lesson planning, resource allocation, and professional development and support.

- When relevant, professional development specific to newcomer students, including social-emotional needs specific to newcomer students, and the entry and exit criteria for newcomer students.

Evidence That Can Be Used to Demonstrate Staff Considerations

- Master schedule with staffing assignments along with documentation of endorsements
- Professional development workshop agendas and materials, attendance verifications, and documentation of implementation in the form of lesson artifacts and student work
- Documentation and examples of coaching conversations and feedback

Scheduling Considerations

Decisions about how to group EL students for instruction, structure students' days, and ensure that students are in classrooms with teachers who are appropriately prepared and certified, are critical to ensuring that all students receive high-quality instruction. This means that leaders and administrators must be strategic and proactive in developing master schedules regardless of the program model being implemented. The following considerations are particularly important to this end:

- Student groups **for targeted ELD** comprise students in only one grade level and English proficiency level to the extent possible. When lower numbers indicate a need, student groups may contain students within two adjacent proficiency levels and/or in more than one grade level within the same ELP Standards band. (Note that the 2019 ELP Standards grades/grade bands are: K, 1, 2-3, 4-5, 6-8, and 9-12.)
- The 4-Hour SEI Model is only an option as part of a newcomer program. Outside of a newcomer program, EL students should only be grouped by proficiency level with other ELs during targeted ELD. When EL students are not in targeted ELD they must have access to and opportunity for grade level content alongside their native English-speaking peers.
- OELAS will not approve grouping exceptions for the 2020-2021 school year and beyond. For targeted ELD, EL students should be grouped with other English learners only. EL students should be integrated with native English-speaking peers outside of targeted ELD.
- Master schedules must allow time for:
 - the site-based ELD Specialists (targeted ELD teacher{s})* to attend grade level meetings at least bimonthly in order to support grade-level teachers in integrating language instruction within content instruction.
 - the site-based ELD Specialists (targeted ELD teacher{s})* to have at least one hour of protected prep time per day so they are able to plan targeted language instruction that builds into and from what is happening in the integrated setting.
 - regularly-scheduled time, at least monthly, to allow for collaborative data talks between the site-based ELD Specialist (targeted ELD teacher{s})* and grade-

level/content area teams, resulting in targeted ELD groups and differentiated ELD instruction that are based on real-time formative assessment data.

*In schools implementing the 50-50 Dual Immersion SEI Model, this also applies to the partner language specialist.

The information provided in Figure 8 applies specifically to each approved SEI program model.

Figure 8. SEI Program Model Scheduling Consideration

	Description
Two-Hour SEI Model	Elementary master schedules include 120 minutes per day/600 minutes per week of targeted ELD time for all EL students. Targeted ELD minutes may or may not be sequential within the school day. All minutes may occur entirely within the context of ELA instruction or, alternatively, targeted EL minutes may be distributed throughout the day. In either case, Tier One core instruction (i.e., ELA, math, science, or social studies) should not be missed for targeted ELD instruction. For the remaining minutes in the school day, EL students have access to and opportunity for grade level content alongside their native English-speaking peers. Note that the 4-hour model is only an option as part of a Newcomer Program.
	Secondary master schedules include 100 minutes per day/500 minutes per week of targeted ELD time for all EL students. Targeted ELD minutes may or may not be sequential within the school day. All minutes may occur entirely within the context of ELA instruction or, alternatively, targeted EL minutes may be distributed throughout the day. In either case, Tier One core instruction (i.e., ELA, math, science, or social studies) should not be missed for targeted ELD instruction. For the remaining minutes in the school day, EL students have access to and opportunity for grade level content alongside their native English-speaking peers. Note that the 4-hour model is only an option as part of a Newcomer Program.

<p>Pull-Out SEI Model</p>	<p>Elementary master schedules include 60 minutes per day/300 minutes per week of targeted ELD time for all EL students. Targeted ELD minutes do not have to be sequential within the school day, and core instruction should not be missed for targeted ELD instruction.</p> <p>Master schedules ALSO include 60 minutes per day/300 minutes per week of language instruction within the integrated setting for all EL students. These minutes do not have to be grouped consecutively, but can be distributed throughout the day or week and throughout content areas as determined by the LEA. For the remainder of the school day, EL students have access to and opportunity for grade level content alongside their native English-speaking peers.</p> <p>Secondary master schedules include 50 minutes per day/250 minutes per week of targeted ELD time for all EL students. Targeted ELD minutes do not have to be sequential within the school day, and core instruction should not be missed for targeted ELD instruction.</p> <p>Master schedules ALSO include 50 minutes per day/250 minutes per week of language instruction within the integrated setting for all EL students. These minutes do not have to be grouped consecutively or taught by the same teacher, but rather can be distributed throughout the day or week and throughout content areas as determined by the LEA. For the remaining minutes in the school day, EL students have access to and opportunity for grade level content alongside their native English-speaking peers.</p>
<p>Newcomer SEI Model</p>	<p>Elementary master schedules include 120 minutes per day/600 minutes per week of targeted ELD time for newcomer students. Targeted ELD minutes do not have to be sequential within the school day, but should be distributed in such a way that students receive sustained linguistic instruction from certified instructors in accordance with their specific linguistic needs.</p> <p>Master schedules ALSO include 120 minutes per day/600 minutes per week of language instruction within the integrated setting for newcomer students. These minutes do not have to be grouped consecutively, but should be distributed across the day in a way that maximizes the amount of content area instruction newcomers receive without placing them in environments that lack appropriate supports. In a newcomer integrated setting, language is integrated with content, but newcomer EL students are still grouped with other newcomer EL students. For the remainder of the day, newcomer EL students should have access and opportunity to participate in elective and special area classes alongside their English-speaking peers.</p> <p>Secondary master schedules include 100 minutes per day/500 minutes per week of targeted ELD time for newcomer students. Targeted ELD minutes do not have to be sequential within the school day, but should be distributed in such a way that students receive sustained linguistic instruction from certified instructors in accordance with their specific linguistic needs.</p> <p>Master schedules ALSO include 100 minutes per day/500 minutes per week of language instruction within the integrated setting for all EL students. These minutes do not have to be grouped consecutively, but should be distributed across the day in a way that maximizes the amount of content area instruction newcomers receive without placing them in environments that lack appropriate supports. In a newcomer integrated setting, language is integrated with content, but newcomer EL students are still grouped with other newcomer EL students. For the remainder of the day, newcomer EL students should have access and opportunity to participate in elective and special area classes alongside their English-speaking peers.</p>

50-50 Dual Language Immersion SEI Model	<p>The DLI program must include 50% of content instruction in English. The distribution of this instruction relative to the partner language and across the school day, week, unit, or year may be determined by how the site allocates English and the partner language across units of instruction.</p>	<p>Elementary master schedules include 30 minutes per day/150 minutes per week of targeted ELD time for all EL students. Targeted ELD minutes do not have to be sequential within the school day, and core instruction should not be missed for targeted ELD instruction.</p> <p>Master schedules ALSO include 90 minutes per day/450 minutes per week of language instruction within the integrated setting for all EL students. These minutes do not have to be grouped consecutively or taught by the same teacher, but can be distributed throughout the day or week and throughout content areas as determined by the LEA.</p> <p>Secondary master schedules include 25 minutes per day/125 minutes per week of targeted ELD time for all EL students. Targeted ELD minutes do not have to be sequential within the school day, and core instruction should not be missed for targeted ELD instruction.</p> <p>Master schedules ALSO include 75 minutes per day/375 minutes per week of language instruction within the integrated setting for all EL students. These minutes do not have to be grouped consecutively or taught by the same teacher, but rather can be distributed throughout the day or week and throughout content areas as determined by the LEA.</p>
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Evidence That Can Be Used to Document Scheduling Considerations

- Master schedules
- Student schedules
- Class rosters
- Written district policies regarding requirements for integrated and targeted ELD, requirements for use of English and the partner language (for DLI models only)
- Grade level meeting agendas
- Lesson planning artifacts
- Schedules and artifacts for data-talks around relevant data
- Student groupings for targeted ELD

Alternate Program Models

Under SB1014, local education agencies (LEAs) that choose not to implement one of the four state-approved SEI models may submit an application to implement a research-based model of Structured English Immersion, or an alternate (non-SEI) English instruction model. Per SB1014, all such programs must be approved by the State Board of Education, with support from ADE.

LEAs that choose to submit an alternate program model must use the **Alternate Program Model Proposal Guidance** and **Alternate Program Model Evaluation Rubric** documents to submit information about their proposed model to OELAS so that OELAS can determine if the program is compliant with A.R.S 15-756. LEAs that choose to submit a different research-based SEI model (other than the four SBE-approved models) should use the same guidance and evaluation documents in place for the four SBE-approved models. These are two different sets of guidance documents, even though the underlying principles and evidence requirements are the same/similar.

The [Alternate Program Model Proposal Guidance](#) and [Research-Based SEI Model Proposal Guidance](#) (left) state the four LDA principles and provide space for the LEA to provide a narrative about how they are implementing each one. For each principle, they also include a list of artifacts and documents that might provide evidence of how the LEA is enacting that principle, as well as illustrative examples of policies, practices, and programs at different levels of implementation (Lacking, Developing, Sustaining, and Leading).

The [Program Model Evaluation Rubric](#) (right) is the tool OELAS will use to capture and convey feedback about whether and how well the LEA's proposed model reflects the LDA principles. For each principle, OELAS will give a Yes/No/Unclear rating about whether the principle is reflected in the evidence provided, as well as a qualitative rating about how well the principle is reflected.

These tools are structured around Arizona's Language Development Approach (LDA). As discussed earlier in this document, these principles are expected to guide the planning and implementation for all programs and instruction for English learners.

The review and approval process will unfold as follows, in Figure 9:





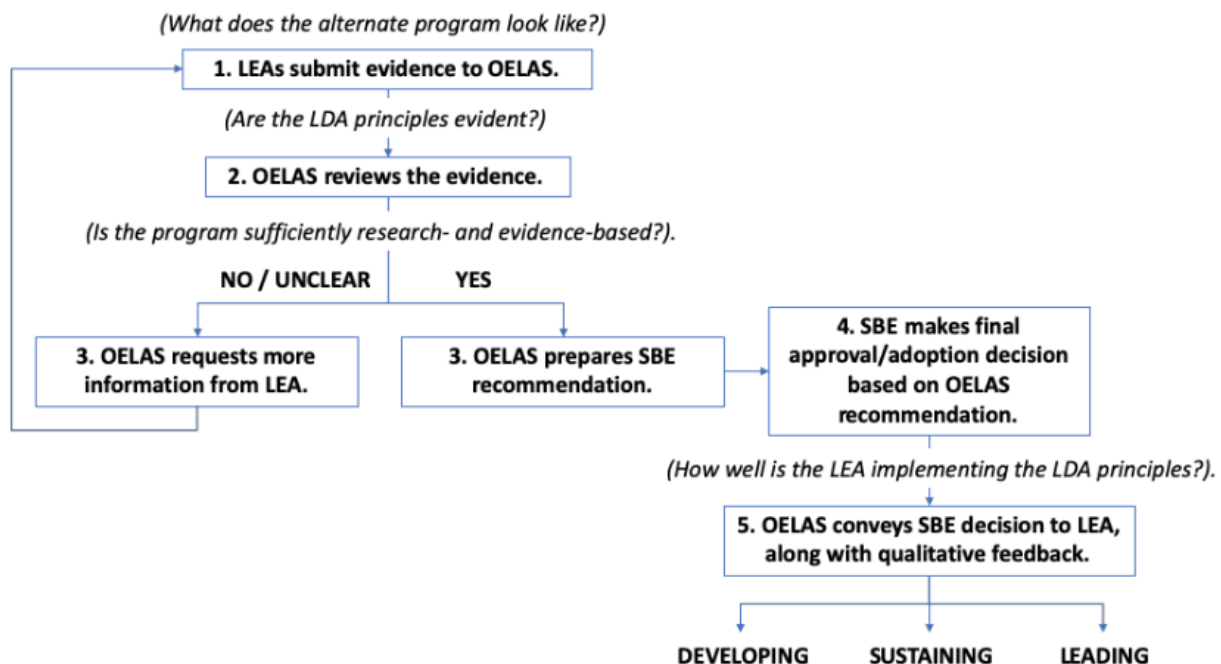
 <p>Principle 1 Asset-based Behaviors & Expectations</p>	<p>Evidence? <input type="checkbox"/> No <input type="checkbox"/> Unclear <input type="checkbox"/> Yes</p> <p>Notes and Feedback on Evidence:</p>
 <p>Principle 2 Integrated Content & Language</p>	<p>Evidence? <input type="checkbox"/> No <input type="checkbox"/> Unclear <input type="checkbox"/> Yes</p> <p>Notes and Feedback on Evidence:</p>
 <p>Principle 3 Targeted Language</p>	<p>Evidence? <input type="checkbox"/> No <input type="checkbox"/> Unclear <input type="checkbox"/> Yes</p> <p>Notes and Feedback on Evidence:</p>
 <p>Principle 4 Assessment, Monitoring & Feedback</p>	<p>Evidence? <input type="checkbox"/> No <input type="checkbox"/> Unclear <input type="checkbox"/> Yes</p> <p>Notes and Feedback on Evidence:</p>
<p>Overall Compliance Decision: <input type="checkbox"/> Compliant <input type="checkbox"/> Not Compliant <input type="checkbox"/> More Information Needed</p> <p>For GLEAs: Check "Compliant" if the LEA received a rating of "Yes" for all four principles. Check "More Information Needed" if the LEA received a rating of "Unclear" for any of the principles. For all other scenarios, check "Not Compliant."</p> <p>Date Submitted: _____</p>	

Figure 9. Review and Approval Process for Program Model Submissions



1. **LEAs submit evidence to OELAS** *(What does the program look like?)* LEAs submitting programs for approval must use the guidance and materials provided here to create an evidence narrative about how their program realizes the four principles of the Arizona LDA.
2. **OELAS reviews the evidence.** *(Are the LDA principles evident?)* OELAS will review the evidence narrative and, for each of the four principles, make a judgment about whether the principle is or is not evident in the examples and information provided.
3. **OELAS prepares SBE recommendation OR requests more information from LEA.** *(Is the program sufficiently research- and evidence-based?)* If OELAS finds evidence that each of the principles is being implemented in the alternate program, they will recommend that the SBE approve the program. If evidence is lacking or unclear for any principle, OELAS will ask the LEA for additional information. OELAS will not present any programs to the SBE that are not ready for approval.
4. **SBE makes final approval/adoption decision based on OELAS recommendation.**
5. **OELAS conveys SBE decision to LEA, along with qualitative feedback.** *(How well is the LEA implementing the LDA principles?)* In addition to a yes/no compliance rating, OELAS will also provide constructive feedback to LEAs about how well they are implementing each of the four LDA principles. This feedback does not affect the LEA's standing or compliance, but is provided in the spirit of continuous improvement to help LEAs reflect on their areas of strength and opportunities for growth and improvement.

All documents needed to submit an alternate program model can be found [here](#) on the OELAS website.

Appendix A: Scheduling Examples for Approved SEI Program Models

All sample schedules contained in this appendix are examples only and are not meant to be prescriptive. Please use them to clarify your understanding of the four SBE approved SEI program models and to inform the creation of your own master schedules. It is not necessary to select one of these as your LEA's schedule. Please note that some schedules include more than the required integrated ELD minutes for their given program model. This is allowable and should be determined by LEA context and priorities. The integrated ELD minute allocations should be thought of as minimum requirements.

1. Pull-Out SEI Model Sample Schedules

Sample Schedule 1A: K-5

The figure below shows an overview of a Pull-Out Model schedule for one grade level within a K-5 school.

Monday, Tuesday, Thursday, Friday	
8:00-8:50	Specials [*]
8:50-10:50	ELA [*]
10:50-11:30	Lunch/Recess
11:30-12:55	Math with Integrated ELD ^{*†}
12:55-1:10	Recess
1:10-2:30	Sci/SS [*]
2:30-3:30	Targeted ELD [‡]

Wednesday	
8:00-9:35	ELA [*]
9:35-9:50	Recess
9:50-10:50	Math with Integrated ELD ^{*†}
10:50-11:30	Lunch/Recess
11:30-12:30	Sci/SS [*]
12:30-1:30	Targeted ELD [‡]

^{*} It is the expectation that all ELs should have access to integrated ELD instruction and access to grade level content alongside their native English-speaking peers.


[†] Both Certified ELD Specialist and grade-level/content area teacher have state SEI endorsement.

[‡] Only English learners participate in Targeted ELD, while their native English-speaking peers participate in other activities that are tailored to their particular needs and learning priorities.

Sample Schedule 1B: K-5

In this sample Pull-Out Model schedule, English learner students are pulled out for Targeted ELD for one hour of the day and receive their Integrated ELD across two other subject areas (ELA and science/social studies).

Monday, Tuesday, Thursday, Friday	
7:50-8:00	Morning Work
8:00-9:15	ELA Reading/Writing ^{*†} (8:15-8:45 Integrated ELD)
9:15-10:00	Specials [*]
10:00-10:15	Recess
10:15-11:15	ELA Reading/Writing Targeted ELD Pull-out by certified ELD Specialist [†]
11:15-11:55	Lunch/Recess
11:55-1:00	Math [*]
1:00-1:45	Science/Social Studies [*]
1:45-2:40	Science/Social Studies [*] (Integrated ELD)
2:40-2:50	Dismissal

Wednesday	
7:50-8:00	Morning Work
8:00-9:15	ELA Reading/Writing ^{*†} (8:15-8:45 integrated ELD)
9:15-10:00	Specials [*]
10:00-11:00	ELA Reading/Writing Targeted ELD Pull-out by certified ELD Specialist [†]
11:00-11:40	Lunch/Recess 
11:40-12:40	Math [*]
12:40-1:30	Science/Social Studies [*] (Integrated ELD)
1:30	Dismissal

^{*} It is the expectation that all ELs should have access to integrated ELD instruction and access to grade level content alongside their native English-speaking peers.

[†] Both Certified ELD Specialist and grade-level/content area teacher have state SEI endorsement.

Sample Schedule 1C: Secondary

In this sample Pull-Out model schedule, English learner students are grouped by proficiency level for Targeted ELD (period 4). EL students are grouped with their non-EL peers for the remainder of the day, receiving Integrated ELD in their English class (period 1) and access to and opportunity for grade level content during all other class periods. Note that the schedule includes a five-minute passing period.

Monday - Friday	
Period 1 8:15-9:05	English 9 ^{*†} <i>(Integrated ELD)</i>
Period 2 9:10-10:00	Elective [†]
Period 3 10:05-10:55	Algebra 1 [†]
Period 4 11:00-11:50	<i>Targeted ELD Pull-out</i> with certified ELD Specialist [*]
11:50-12:30	Lunch
Period 5 12:30-1:20	Earth Science [†]
Period 6 1:25-2:15	World History [†]

* Both Certified ELD Specialist and grade-level/content area teacher have state SEI endorsement.

† It is the expectation that all ELs should have access to integrated ELD instruction and access to grade level content alongside their native English-speaking peers.

2. Two-Hour SEI Model Sample Schedules

Sample Schedule 2A: K-5

In this sample Two-Hour Model schedule, English learner students are grouped together by proficiency level for 120 minutes of Targeted ELD each day and integrated with their non-EL peers for the remainder of the day. It is essential that EL students have access to and opportunity for grade-level instruction throughout the day.

Monday, Tuesday, Thursday, Friday	
8:00-8:15	Morning Work
8:15-10:15	Walk to Read (non-ELs)/Walk to ELD (ELs)* (120 Min. Targeted ELD Instruction for ELs only)
10:15-10:30	Recess
10:30 -11:30	Math [†]
11:30-12:15	Lunch/Recess
12:15-1:00	Writing [†]
1:00-1:45	Science/Social Studies Whole Group Instruction [†]
1:45-2:25	Specials [†]
2:25-2:55	Science/Social Studies Whole Group Instruction [†]
2:55-3:00	Dismissal

Wednesday	
8:00-8:15	Morning Work
8:15-9:45	Walk to Read (non-ELs)/Walk to ELD (ELs)* (90 Min. Targeted ELD Instruction for ELs only)
9:45-10:00	Recess
10:00-11:00	Math [†]
11:00-11:30	Writing (30 Min. Targeted ELD Instruction for ELs only)
11:30-12:15	Lunch/Recess
12:15-1:00	Science/Social Studies Whole Group Instruction [†]
1:05	Dismissal

* Both Certified ELD Specialist and grade-level/content area teacher have state SEI endorsement.

[†] It is the expectation that all ELs should have access to integrated ELD instruction and access to grade level content alongside their native English-speaking peers.

Sample Schedule 2B: Secondary

In this sample Two-Hour Model schedule, English learner students are grouped together by proficiency level for 120 minutes of Targeted ELD each day and integrated with their non-EL peers for the remainder of the day. It is essential that EL students have access to and opportunity for grade-level instruction in all other class periods throughout the day. Note that the schedule includes a five-minute passing period.

Monday - Friday	
Period 1 8:00-8:55	SEI English* (Targeted ELD)
Period 2 9:00-9:55	SEI English* (Targeted ELD)
Period 3 10:00-10:55	American History [†]
Period 4 11:00-11:50	Lunch
Period 5 11:55-12:50	Geometry [†]
Period 6 12:55-1:50	Electives [†]
Period 7 & Dismissal 1:55-3:00	Chemistry [†]

* Both Certified ELD Specialist and grade-level/content area teacher have state SEI endorsement.

† It is the expectation that all ELs should have access to integrated ELD instruction and access to grade level content alongside their native English-speaking peers.

3. Newcomer Model Sample Schedules

Sample Schedule 3A: K-5

This sample Newcomer Model schedule includes 120 minutes a day of targeted ELD time as well as 120 minutes per day of language instruction within the integrated setting for newcomer students. Note that in a newcomer integrated setting, language is integrated with content, but newcomer EL students are still grouped with other newcomer EL students.

Monday, Tuesday, Thursday, Friday	
7:50-8:00	Morning Work
8:00-9:40	Literacy Block* (Newcomer Targeted ELD)
9:40-10:30	Specials
10:30-10:45	Recess
10:45-11:30	Writer's Workshop* (Newcomer Targeted ELD)
11:30-12:10	Lunch/Recess
12:10-1:40	Math* (Newcomer Integrated ELD)
1:40-2:45	Science/Social Studies* (Newcomer Integrated ELD)
2:45-2:50	Dismissal

Wednesday	
7:50-8:00	Morning Work
8:00-9:00	Literacy Block* (Newcomer Targeted ELD)
9:00 10:00	Writer's Workshop* (Newcomer Targeted ELD)
10:05-10:50	Specials
10:50-11:30	Lunch/Recess
11:30-12:30	Math* (Newcomer Integrated ELD)
12:30-1:30	Science/Social Studies* (Newcomer Integrated ELD)
1:30	Dismissal

* These courses are exclusively for ELs in the Newcomer Program - both Certified ELD Specialist and grade-level/content area teacher have state SEI/ELS/BLE endorsement.

Sample Schedule 3B: Secondary

This sample Newcomer Model schedule includes two periods per day of targeted ELD time as well as two periods per day of language instruction within the integrated setting for newcomer students. Note that, in a newcomer integrated setting, language is integrated with content, but newcomer EL students are still grouped with other newcomer EL students. Newcomer EL students have access to and opportunity for grade-level instruction alongside their non-EL peers outside of their newcomer-specific classes. Note that the schedule includes a five-minute passing period.

Monday - Friday	
Period 1 8:15-9:05	English 9* <i>(Newcomer Targeted ELD)</i>
Period 2 9:10-10:00	PE
Period 3 10:05-10:55	Targeted ELD* <i>(Newcomer Targeted ELD)</i>
Period 4 11:00-11:50	Earth Science* <i>(Newcomer Integrated ELD)</i>
Period 5 11:55-12:40	Lunch
Period 6 12:45-1:35	Algebra I
Period 7 1:40-2:30	American History* <i>(Newcomer Integrated ELD)</i>

* These courses are exclusively for ELs in the Newcomer Program - both Certified ELD Specialist and grade-level/content area teacher have state SEI/ELS/BLE endorsement.

4. 50-50 Dual Language Immersion Sample Schedules

Sample Schedule 4A: K-5

In this 50-50 DLI Program Model sample, instruction is allocated in such a way that 50% of content instruction in English and 50% of content instruction is in Spanish. During the English portion of the day, all English learners have 30 minutes of targeted ELD instruction and receive at least 90 minutes of integrated ELD instruction within ELA and math. Teachers work together to intentionally plan opportunities for students to TRANSFER knowledge, language, and skills from one language to the other.

Grade Level	Spanish Content (2 hours & 42 minutes per day)	English Content (2 hours & 42 minutes per day)
K	Spanish Balanced Literacy <ul style="list-style-type: none"> Benchmark Adelante comprehensive reading program <ul style="list-style-type: none"> Shared Reading/Read Aloud Interactive Writing Phonics & Phonemic Awareness Guided Reading/Literacy Groups Estrellita (Phonics-based, accelerated Spanish reading program) Guided Reading/Literacy groups Dictado (approach to spelling, language, conventions) Genre writing connected to English Writer's Workshop Social Studies Science	English Balanced Literacy (with Integrated ELD Instruction) <ul style="list-style-type: none"> Shared Reading/Read Aloud Interactive Writing Phonemic Awareness Guided Reading/Literacy Groups Reader's Workshop Writer's Workshop Targeted ELD instruction by proficiency level (30 minutes) Math (60 minutes Integrated ELD instruction) PE
1 st	Spanish Balanced Literacy <ul style="list-style-type: none"> Estrellita (Phonics based, accelerated, Spanish reading program) Guided Reading/Literacy Groups Dictado (approach to spelling, language, conventions) Genre writing connected to English Writer's Workshop Social Studies Science PE	English Balanced Literacy (with Integrated ELD Instruction) <ul style="list-style-type: none"> Shared Reading/Read Aloud Interactive Writing Phonemic Awareness Guided Reading/Literacy Groups Reader's Workshop Writer's Workshop Targeted ELD instruction by proficiency level (30 minutes) Math (60 minutes Integrated ELD instruction)

2 nd	Spanish Balanced Literacy <ul style="list-style-type: none"> • Guided Reading • Dictado (approach to spelling, language, conventions) • Genre writing connected to English Writer's Workshop Social Studies Science PE	English Balanced Literacy (with Integrated ELD Instruction) <ul style="list-style-type: none"> • Guided Reading • Word study • Shared Reading/Read Aloud • Reader's Workshop • Writer's Workshop Targeted ELD instruction by proficiency level (30 minutes) Math (60 minutes Integrated ELD instruction)
3 rd	Spanish Balanced Literacy <ul style="list-style-type: none"> • Dictado (approach to spelling, language, conventions) • Guided Reading • Genre writing connected to English Writer's Workshop Social Studies Science PE	English Balanced Literacy (with Integrated ELD Instruction) <ul style="list-style-type: none"> • Guided Reading • Word study • Shared Reading/Read Aloud • Reader's Workshop • Writer's Workshop Targeted ELD instruction by proficiency level (30 minutes) Math (60 minutes Integrated ELD instruction)
4 th	Spanish Balanced Literacy <ul style="list-style-type: none"> • Guided Reading • Dictado (approach to spelling, language, conventions) • Genre writing connected to English Writer's Workshop Social Studies Science PE	English Balanced Literacy (with Integrated ELD Instruction) <ul style="list-style-type: none"> • Guided Reading • Word study • Shared Reading/Read Aloud • Reader's Workshop • Writer's Workshop Targeted ELD instruction by proficiency level (30 minutes) Math (60 minutes Integrated ELD instruction)
5 th	Spanish Balanced Literacy <ul style="list-style-type: none"> • Dictado (approach to spelling, language, conventions) • Guided Reading • Genre writing connected to English Writer's Workshop Social Studies Science PE	English Balanced Literacy (with Integrated ELD Instruction) <ul style="list-style-type: none"> • Guided Reading • Word study • Reader's Workshop • Writer's Workshop Targeted ELD instruction by proficiency level (30 minutes) Math (60 minutes Integrated ELD instruction)

Appendix B: Frequently Asked Questions

What are the qualifications required for an ELD specialist?

ELD specialists are required to have the state SEI Endorsement, ESL endorsement, or a BLE endorsement.

Based on the definition for who the ELD Specialist can be, does that mean any teacher with an SEI endorsement can be considered an ELD Specialist?

A teacher with an SEI endorsement can provide Targeted English instruction and Integrated Instruction.

Does the teacher in the general education classroom have to be SEI certified?

If the teacher is providing Integrated Instruction for the purpose of meeting any portion of the minutes in either the Newcomer, Pull-Out, or 50-50 Dual Language Immersion Models, they must have an SEI, ESL, or BLE endorsement.

Does every campus with EL students, regardless of the SEI model, need to provide targeted EL instruction from an EL Specialist and not a classroom teacher?

Each model notes that any teacher responsible for teaching any portion of Targeted English instruction or Integrated Instruction as part of the required minutes, must have the state SEI Endorsement, ESL, or BLE Endorsement.

How much new funding will be allocated for this new adventure in learning?

The Arizona legislature funds the Structured English Immersion (SEI) fund at \$4.9 million annually. This money continues to be available to LEAs who qualify after offsets and can be used to fund additional staff to support any of the SEI models. Additionally, all LEAs receive state EL Group B Weight funding to support ELs. This money should be used to support the instructional models for ELs. Finally, LEAs with ELs are eligible to receive a federal Title III allocation, which can be used to support the language instruction models through professional development, family engagement, and supplemental materials.

How do we fund this program?

SEI Budget can pay for incremental expenses that are due to implementing SEI Models. For specific guidance, contact your Regional Specialist.

How do we fund the new positions?

First, LEAs will want to work with individual school leaders and the Business Office to determine if “new” positions are in fact needed. There may be cases where existing positions can provide services. If new positions are necessary, then you will want to consider all applicable English learner funding sources, including SEI Budget and EL Group B Weight.

Is the one hour of protected prep for teacher’s negotiable?

The intent is that teachers of ELs are provided adequate and protected time to prepare. The hour is to the extent possible.

How will we check for teacher effectiveness?

The expectation is that LEAs are putting systems and processes into place to prepare, support and monitor implementation of the model(s) they choose to best meet the needs of their ELs. OELAS’ focus is to provide guidance and support for implementation of effective instructional models.

Are there no mixed classes or requiring of specific numbers in grade bands?

There is not a required number in grade bands. Each model notes what to consider specific to proficiency levels and grade bands to the “extent possible.” Targeted language instruction is to be provided to ELs only, while Integrated ELD occurs in a heterogeneous classroom setting.

Can we mix mainstream students with EL students in the Two-Hour Model? If we do the Pull-Out Model, do all ELs have to be pulled out?

The two hours of Targeted English instruction (Principle Three) is for English learners only. If you do the Pull-Out Model, all ELs must be provided the required minutes of Targeted English instruction.

What if we have fewer than 20 EL students?

No matter the number of ELs, the LEA is responsible for deciding on an SEI model and providing both Targeted and Integrated instruction to EL students.

In a low incidence district, can we provide Targeted English instruction in a mixed grouping?

No, Targeted English instruction is to be provided to English learners only.

Is there a policy that requires grouping of ELs?

There is not a specific policy, however, each model under Principle Two and Principle Three states a requirement for grouping configurations.

When it comes to the models, can we use more than one at a single school or does each need to use a specific model. Does the whole district need to have one model?

Districts do not have to choose only one model. District and school sites can decide on which model(s) is most appropriate based on their needs.

Can you provide examples of the different way the “Pull-Out” model can be implemented? Does it have to be a teacher taking students out of the classroom?

Targeted instruction can happen in the classroom if students are grouped together only with other English learners, with the instruction focused on language development provided by an SEI, ESL, or BLE endorsed teacher.

See Appendix A of this document for sample schedules for each model, including the Pull-Out model.

Is there a Lesson Planning template?

OELAS will not be providing a required lesson plan template for educators to use. Districts or school sites can decide on a lesson template based on the SEI Model(s) they choose and the outlined expectations of Principle Two and Principle Three in each model.

How will we document evidence in lesson plans going forward?

Documentation will be determined by the LEA in accordance with what has been outlined in the SEI Model(s) they choose to implement. Examples can be found in the evidence section of the model descriptions.

What happens to our ILLP forms? Do we still have them? Is there a different form?

ILLPs will no longer be an option beginning in the 2020-2021 school year; therefore, there will be no required ILLP documentation.

What PD opportunities will ADE be providing for us to ensure that “all means all?”

ADE will be determining what professional learning opportunities need to be designed, developed, and facilitated to support LEA’s in the very near future. We will continue to ask for the field’s feedback and requests as we move forward in our efforts to serve you through the implementation of the new models and Arizona’s LDA (Language Development Approach).

Is ADE willing to come to LEAs to provide PD to content area teachers for understanding and implementing Arizona’s Language Development Approach?

ADE will be happy to support LEAs. We are asking districts to reach out to their Regional Specialist to discuss what support might include and look like in terms of professional learning.

Will you have more trainings with more structured info, specifically a training that allows us to ask questions?

OELAS will be offering more trainings. We will be informing the field as they are determined and scheduled.

When are we going to receive training on the new ELP standards?

We are planning to begin providing initial trainings on the ELP standards this summer. As professional learning dates are set, we will send them out to the field as well as post them on the OELAS website.